Call for Investment Proposals In the Area of Adult Education
Questions and Answers

Q1) If a school submits a proposal, is it required that both the superintendent and the school committee chairperson sign the Assurances in the Request for Investment Proposal?
A1) It is important that both administration and policy leaders are aware of the proposal. For this reason the school committee chairperson's signature is required. If this causes a hardship for the program in terms of meeting the submittal deadline, notify Office of Adult Education immediately. Given the submission deadline of April 2, please plan accordingly.

Q2) Can a program that uses concurrent English and another language as a program design apply under this proposal?
A2) Yes, as long as the design is supported by conclusive research. It is recommended that a program considering this design review the selected research/best practices publication in Attachment E. Potential bidders should be aware that English Language Acquisition is increasingly important in the labor market.

Q3) What is the management information system?
A3) RIDE will provide all awardees with access to a web based, student level information system that will be used to track student participation and outcomes. Please consult Article 28 entitled "Additional Assurances for Adult Education" under Assurances in Section C for data requirements.

Q4) Can the 10% match be cash and/or in-kind?
A4) The match can be a combination or one of the two; however it **must** support the objectives of the program. Applicants should be aware that matching resources follow the same rule as matching grant funds since these funds represent at least 10% of the entire program.

Q5) How do you determine effective research?
A5) Attachment E titled "Selected Research/Best Practices Publications" provided in the Call for Investment Proposal contains research or promising practices that are conclusive. If other research is referenced that is not conclusive, a hypothesis on why this is considered an effective practice will be required.

Q6) Can the current WIA youth grants be used as a foundation and match?
A6) Recipients of WIA Title I and Job Development Funds for Youth are encouraged to apply for Adult Education Services if their target population is in need of these services, however only nonfederal resources may be used to meet the matching requirement and the resources must follow match guidelines (i.e. can not support objectives of a different program).

Q7) Are the urban area COZ programs eligible to bid for the priority area of strong families and communities?
A7) Yes, if they are an eligible agency as defined in the Call for Investment Proposal, the agency proposes eligible services and the proposal addresses investment priority areas.

Q8) With the partnership for learning disabilities, are we opening up the doors for IEP for adults? This could be very costly.
A8) This area is an example of where partnerships would be very beneficial. The intent is to develop a proposal that will answer how to effectively assist students with potential learning disabilities. The recommendations of the learning disability work group are comprehensive and a good resource for this charge. These recommendations are posted on the RIDE Adult Education website.

Q9) Are eligible adults inclusive of the out of school and young adults?
A9) Yes, if they meet the eligibility requirements stated in Part A, Section II within the Call for Investment Proposals.

Q10) Should the numbers in the Adult Education Performance Summary indicate a total for one year or three?
A10) The projected numbers should be for one year. Each year there will be a process for revised targets and objectives.

Q11) How does a multi-year budget fit into the criteria of outcomes for one year?
A11) The Office of Adult Education is encouraging agencies to look for a yearly budget amount that is consistent for the three years.

Q12) In the application package, how many section As should I submit?
A12) One Section A and one Section B **per outcome** (Investment Area).

Q13) Is there a timeframe going backwards in reference to experience?
A13) Although there is not a designated time, the more recent and relevant the experience, the better.

Q14) What outcome statements should I reference when filling section B?
A14) The targets included in Table 4 (p 22 – 26) should be used.

Q15) Are the student counts in Section A unduplicated?
A15) On the coversheet, the target forms have been designed to allow students to be designated under multiple investment priorities. The total counts at the bottom however, **<u>are</u>** unduplicated.

Q16) In reference to the annual targets in Section B (chart 2), where do I indicate the students served who are neither disabled nor institutionalized?
A16) The total in this chart refers to the actual total to be served. Disabled and Institutionalized is a subset of this number.

Q18) In section B2 entitled Annual Targets, is it mandated to use the the state defined targets in each section? Can I add or subtract a target?
A18) Although you are not encouraged to modify the targets, it is allowed. If you provide another target, it is expected that you will indicate why this target is an appropriate measure for the investment area and why you have chosen this target.

Q19.)What are projections on the milestone chart?
A19.) Projections are the number of individuals expected to meet that milestone.

Q20) On employment follow-up, will DLT help with employment verification?
A20) The Office of Adult Education is working toward this goal; however it may not be able to achieve this goal prior to July 1.

Q21) The milestones that a program sets could go over a year's time. For what period of time should we set milestones?
A21) Participant milestones in Section B should cover one year. Think of this chart as presenting information for a typical year.